



Caulfield Racecourse



Thinking & Learning
Conference

2014

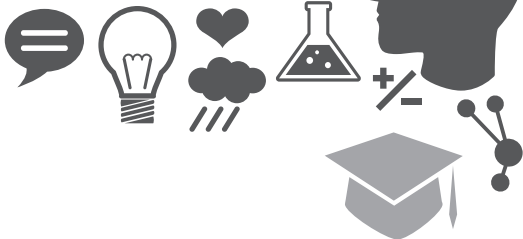
23–26 May

MELBOURNE

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Educate!

Inspire!

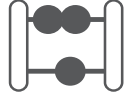
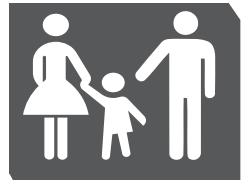
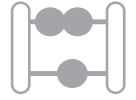
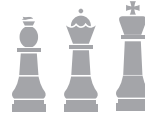


Douglas Fisher

Monday 26 May

Guided Instruction

Session 1



DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

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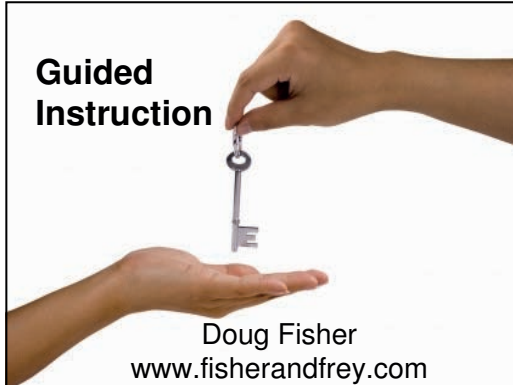


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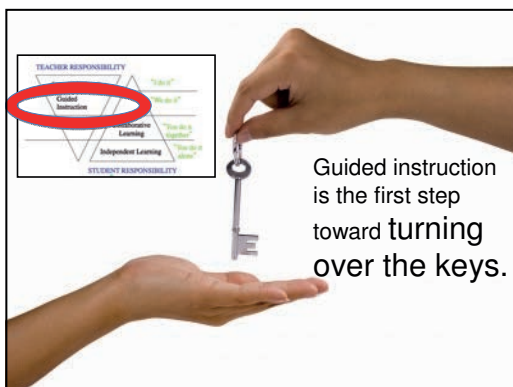
Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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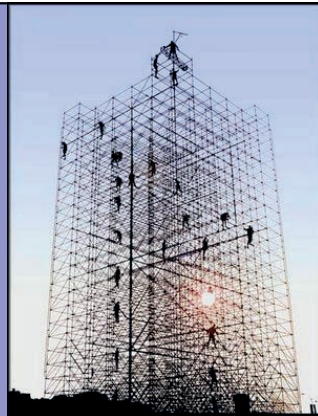


**Zone of Proximal
Development**

Scaffolding



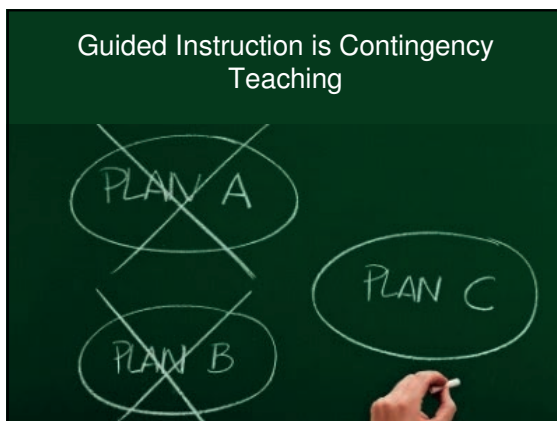
**Scaffolds
extend the
range of the
worker**

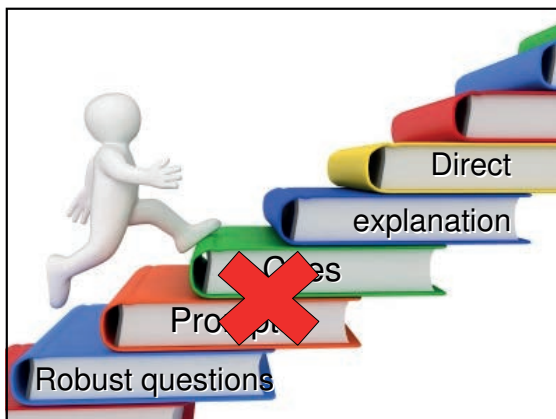


**"As easy as learning
to ride a bike"**





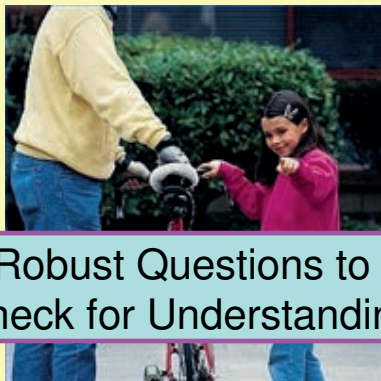




Beware the
expert
blind
spot



Robust Questions to
Check for Understanding



Teacher: What is a nocturnal animal?

Student: An animal that stays awake at night.

Teacher: Good. What is a diurnal animal?


I-R-E






Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn't sleep a lot.

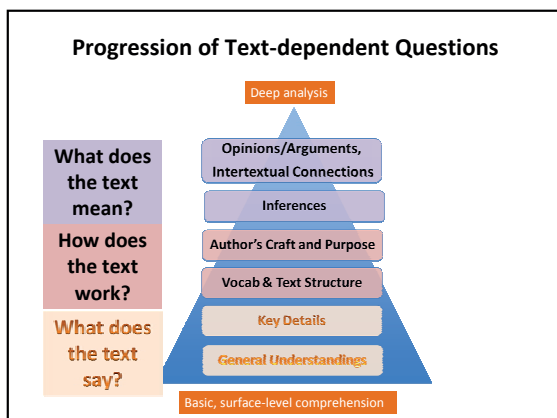
Probe




Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn't sleep a lot.

Misconception

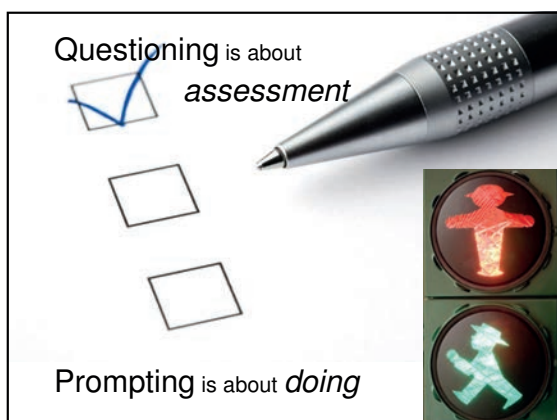




Before the Reading	During the Reading	After the Reading
Based on this title, what do you expect this book will be about?	What do you know about ____ so far?	What surprised you? Was that what the author wanted?
Have you read other books by this author? What do you expect?	What do you expect will happen next?	Does this remind you of any other books you've read?
What do you already know about ____ before you begin reading?	What has happened so far? Take a look in the text for clues.	If a person wanted to know more about this subject, where could they look?
When you read the reviews on the back cover, did it change your expectations?	Have you experienced something like this?	Who would you recommend this to?

 **Robust questions in reading**







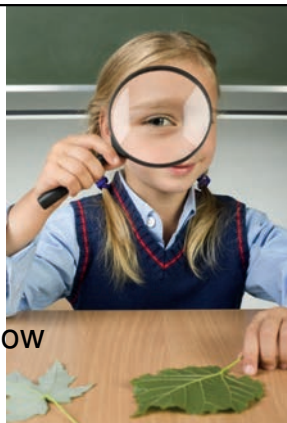
Prompt

So the student does the
cognitive work



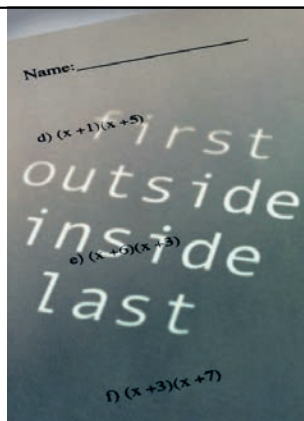
Background knowledge prompts

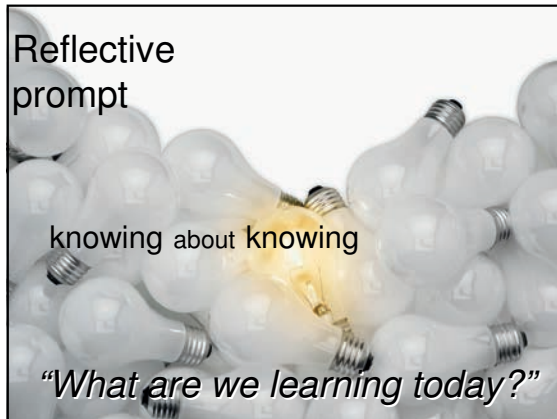
invite students to
use what they know
to resolve problems

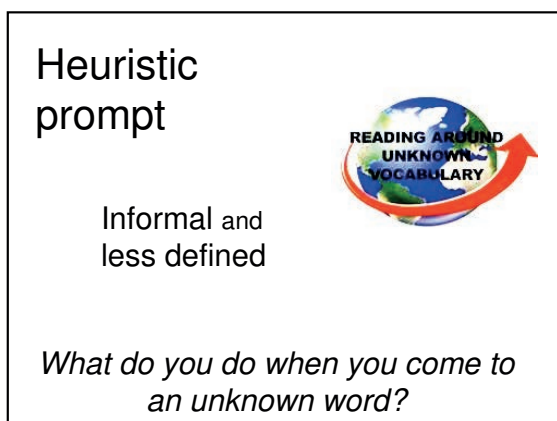


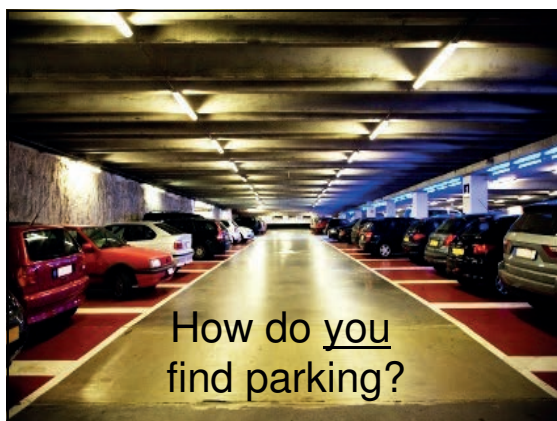
Process or Procedure Prompts

To perform a
specific task











Teacher: What is a nocturnal animal?

Student: An animal that stays awake at night.

Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?

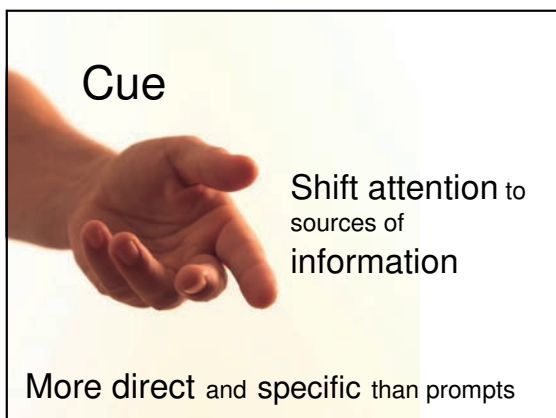
Student: Well, it doesn't sleep a lot.

Teacher: I'm thinking of those pictures we saw of the great horned owl and the slow loris in the daytime and at night. Does your answer still work?

PROMPT









the **expert** commentator
sees things you don't

CUES do the same for
novices

Attention grows with competence



Visual
Physical
Gestural
Positional
Verbal
Environmental

Visual Cues

Direct attention to print

*Circling, highlighting,
underlining passages*



Physical Cues

The most **overt**



Hand-over-hand; touching elbow

Gestural cues

do not involve touching

are **purposeful**
and **precise**

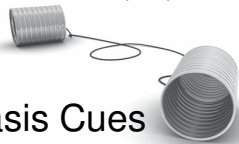




Positional cues rely on movement.

Verbal Cues

*"Watch out. This is where
lots of people make a mistake."*



Emphasis Cues

*Repeating
Intonation
Pausing*

Environmental Cues

Proximity

Environmental print

Manipulatives

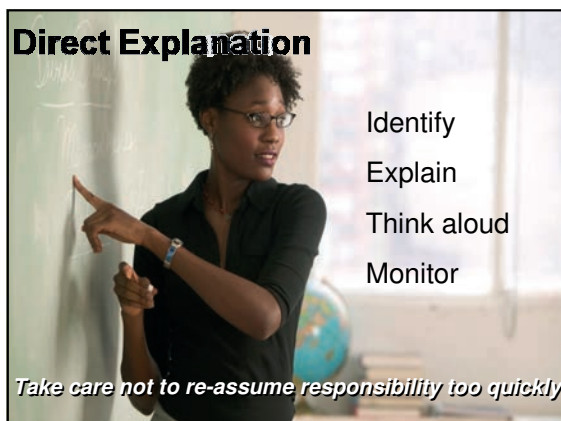
Interactive whiteboards

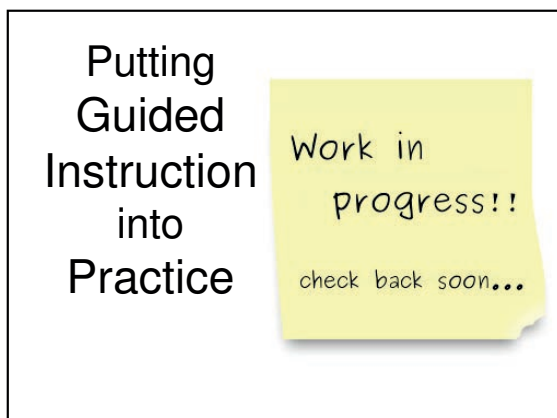


Direct Explanation
and Modeling











Context: Students are creating a Jeopardy®-style game. The teacher is building the background knowledge of a group of students. He draws their attention to a sentence in the text: “When you eat foods—such as bread, meat, and vegetables—they are not in a form that the body can use as nourishment.” He asks Mauricio to retell it in his own words...

Mauricio: So, I think it says that your body can't use meat like it is meat. It has to be changed.

Jessica: But that's what we eat to live. That's good eating.

Russell: I don't eat any vegetables. I only like the meat and bread from this, like a hamburger.

Mr. Jackson: How does that meat change so that your body can use it? Russell?

Russell: It doesn't change. It's meat.

Mr. Jackson: So let's think about what we know about nourishment and our food. There's a process that it goes through, right? [they nod in agreement] What's the first step? You know this because you do it several times a day.

Sarah: The first thing to eat? Is that what you mean?

Mr. Jackson: Yeah, the first thing.

Sarah: You take a bite.

Mr. Jackson: Exactly, right on. So you've changed the food, right?

Russell: Yeah, but it's still meat.

Mr. Jackson: It sure is. But it's changed a bit, and will change more. Remember we talked about different kinds of changes. Physical ... Chemical

Original price of a microphone: \$129.99. The tax is 7%. What is the total price you have to pay for this?





Wendy says...



"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that's \$909 and that's too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."

What does Wendy know?
What doesn't she know?
What do you do next?



"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that's \$909 and that's too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."





[illegible]

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